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ABSTRACT

The Bethlehem Area Chamber of Commerce, using a grant from the Pennsylvania Department of Education, developed a model program to demonstrate the effectiveness of a business-based network to improve the literacy level of the local work force. The project involved increasing business member awareness of literacy needs, creating linkages among providers and businesses, and expanding work force literacy instruction. The project first hired a half-time literacy coordinator who identified all local literacy programs and their areas of emphasis and distributed this information to individuals, businesses, and agencies. The second major activity involved either initiating or participating in Chamber-sponsored events to give them a literacy focus. Third, the coordinator served as a consultant/resource to member businesses, providing information, offering referrals, or conducting company assessments. Finally, the Chamber served as a neutral force in representing various literacy programs and in promoting literacy involvement. Cooperating actively in this program were 8 Northampton County literacy providers, 132 businesses, and 27 agencies. At the close of the project, 210 organizations (134 Chamber members) had participated in literacy activities, 5 new worksite programs had been established, and 2 company literacy audits had been conducted. Literacy information was supplied to more than 1,100 Chamber members with a potential of reaching 30,000 employees. The number of participants in local literacy programs increased to the point that waiting lists were necessary for most providers. (Materials developed for the program are included in this document.) (Author/KC)

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BETHLEHEM AREA CHAMBER OF COMMERCE LITERACY PROJECT
1989 - 1990

Bethlehem Area Chamber of Commerce
459 Old York Road
Bethlehem, Pennsylvania 18018

Robert A., Spillman, President
Richard L. Strain, Executive Director
Joan K. Lipiec, Literacy Coordinator

Grant 98-0031
$18,000

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ABSTRACT

The Bethlehem Area Chamber of Commerce was awarded a grant by the Pennsylvania Department of Education to develop a model program to demonstrate the effectiveness of a business-based network to improve the literacy level of the local workforce. It was not intended to provide direct services to employees nor to take the place of existing programs. The project involved increasing business member awareness of literacy needs, creating linkages among providers and businesses, and expanding workforce literacy instruction.

The first step involved hiring a half-time Literacy Coordinator to serve as a member of the Chamber's staff. The coordinator then identified all local literacy programs as well as their area of emphasis. The information gathered was regularly distributed in response to inquiries received from individuals, businesses and agencies. It was also presented at group meetings.

A second major activity involved either initiating or participating in Chamber-sponsored events to give them a literacy focus. Third, the coordinator served as a consultant/resource to member businesses. This included providing information, offering referrals, or conducting company assessments. Two literacy audits were conducted at company sites. Finally, the Chamber served as a neutral force in representing various literacy programs and in promoting literacy involvement.

Cooperating actively in this program were eight Northampton County literacy providers, 132 businesses and 27 agencies including the Pennsylvania Job Center and Private Industry Council. At the close of the project, 210 organizations (134 Chamber members) had participated in literacy activities, five new worksite programs had been established and two company literacy audits had been conducted. Literacy information was supplied to more than 1100 Chamber members with a potential of reaching 30,000 employees. And most important, the number of participants in local instructional programs had increased to the extent that waiting lists were necessary for almost every provider.

INTRODUCTION

Background and Rationale

Businesses in the Lehigh Valley began to be concerned about the skill levels of their employees. They recognized that, to be competitive in an international marketplace, their workers' skills needed to be upgraded. A low unemployment rate in the Lehigh Valley meant that employers were increasingly hiring lower-skilled employees and workers who spoke English as a second language.

Literacy providers in Northampton County were becoming increasingly concerned about the recruitment of workers, identifying the needs of workers, and designing the most appropriate curriculum to address the needs of area businesses.

This project was a result of a Chamber of Commerce retreat held in March of 1988 during which the need for a skilled workforce was ranked a top priority. The Chamber formed a special committee to focus on education and labor force issues. Workforce literacy and the submission of this grant to the Pennsylvania Department of Education was one of the initial actions taken by the committee.

The primary goal of the project was to improve the quality of the workforce in the Lehigh Valley. The strategy provides for the Literacy Coordinator to bring together a unique blend of businesspeople, educators (including providers) and

other organizations, particularly unions. The coordinator, serving as a neutral party, :

-advised area businesses on adult basic education and workforce literacy issues
-linked businesses whose workers were in need of services to literacy programs
-created materials and activities to increase business awareness of the skills/profit connection
-promoted expansion of workforce literacy services in the area

Objectives

The project is designed to organize a strong, active network of 550 businesses, unions, 67 service organizations and six basic skill providers, united to meet the employment needs of the Greater Bethlehem area. Through this network, the following objectives were to be met:

1. Deliver information concerning basic skills programs to the estimated 5,400 employees in the greater Bethlehem area who are in need of help by January 2, 1990.

2. Through the identification of basic skill needs, encourage eight additional companies to begin on-site programs. Increase the number of participants from 57 to 250 by June 30, 1990.

3. Organize a referral system between companies and local providers to serve 200 employees by June 30, 1990.

4. Through the cooperation of the Bethlehem office of the Pennsylvania State Job Service and the Northampton County Public Welfare Department, refer 350 employable adults to existing providers of basic education.

5. With the cooperation of union representatives, refer 25 individuals unable to qualify for entrance into apprenticeship programs to existing providers of ESL or GED.

Time Frame

Activities for the project occurred between August 1989 and June 1990 in six phases. During the latter part of July 1989,

candidates were interviewed for the coordinator's position and a selection made. Office space was also established within the Chamber of Commerce suite. This concluded Phase I.

Phase II covered approximately ten weeks (through late October) of information gathering about provider and agency services. This period also brought participation in the Northampton County Literacy Coalition and planning upcoming events involving businesses. Extensive publicity made the general public and the Chamber membership aware of the project's approval.

Phase III (November and December) initiated network building through presentations at service clubs, visitations to businesses, attendance at Chamber meetings and the first Chamber events highlighting literacy.

Phases IV and V occurred from January through May 1990 and concentrated on program development. During this period companies were recruited for volunteer tutors and for establishment of on-site programs. Heavy emphasis was given to Commercial Driver's License issues because of the attendant literacy need and a valley-wide task force established at the Chamber's urging. A new project involving corporate-sponsorship of one-time free GED testing was established by the Chamber with a committee consisting of Lehigh Valley businesses and providers. Labor organizations were involved through a training program for union counselors. Finally, this Program Development phase saw the dissemination of information to all audiences as

well as presentation of the project at statewide and national conferences.

Phase VI included two company literacy audits, literacy awards to acknowledge outstanding companies and a Literacy Showcase (seminar) to highlight promising practices. Phase VI saw the close of the project year with summarizing and reporting results to the Chamber of Commerce and the Pennsylvania Department of Education.

Staffing

The project was coordinated by Joan Lipiec who was hired specifically to implement project activities. Qualifications for the half-time Literacy Coordinator's position included:

- -familiarity with the practice of adult education
- -management experience in the human resources area of a corporation or a related field, preferably with training responsibilities
- -ability to deal effectively with representatives from corporate and education sectors
- -a bachelor's degree in education or business

Mrs. Lipiec brought ten years of literacy experience to the project, having served as a teacher, coordinator and director of community and adult basic education programs and having coordinated a literacy coalition. Prior experiences with educational corporations and consulting also gave her a strong background in publicity, training, planning, evaluation and grantsmanship.

Three advisors supported the Literacy Coordinator's efforts by suggesting strategies, assisting in planning and publicizing

the project and by committee participation. They were:

Dr. Susan Schuehler
Dean of Continuing Studies
Moravian College

Judy Rance-Roney
Director of Adult Literacy
Northampton Community College

Karen Gartner
Coordinator of Extension Services
Bethlehem Area Public Library

The Coordinator and the advisors met regularly to review the project's progress.

Finally, the Chamber's Executive Director, Board of Directors and Education Committee members all served as sounding boards and barometers of the project's activities both informally and on a monthly reporting basis.

Audience(s)

The objectives and activities of the project were ultimately designed to benefit workers who lacked basic skills. However, their impact was felt directly by several distinct groups.

The first audience included businesses which were members of the Chamber of Commerce and to a lesser extent other businesses in the Lehigh Valley. A few of these, notably The Greif Companies (clothing manufacturer) and Bethlehem Steel Corporation, recognized a need to assist their employees in upgrading basic skills. Most companies, however, either deemed literacy a problem occurring outside their workplace or narrowly defined literacy exclusively to mean the inability to read (decode) in any fashion. These, then, were the business

audiences to be targeted.

The second category was comprised of service providers in Northampton County and occasionally in Lehigh County. The Library and ProJeCt of Easton programs used a volunteer tutor concept to assist low level readers and limited or non-English speakers. The YWCA of Bethlehem operated a small ESL class limited to Spanish-speaking women. Bethlehem and Easton School Districts offered classroom instruction focused on higher levels of basic skills up to and including GED preparation and testing. Nazareth, Bangor and Pen Argyl School Districts took an individualized approach and provided volunteer tutors as well as classroom instruction. Northampton Community College, the largest program, conducted ESL, literacy, ABE and GED classes at several locations; designed and operated company site classes; and provided volunteer tutors through its state Literacy Corps program. Approximately 1400 adults were served by the combined efforts of these programs (see Appendix E). The provider audiences benefitted from more frequent and direct contact with the business community.

The third audience contains a diversity of organizations including such agencies and Private Industry Council, the Pennsylvania Job Center, the Department of Public Welfare and service clubs such as Rotary International. Through the project, these organizations were drawn more frequently or more extensively into a county-wide focus on workforce literacy.

The activities of this project could be useful to other

Chambers of Commerce desiring to impact the workforce. In addition, service providers may use them as a guide for involving the business community.

Report Filing

Copies of this report will be kept on file for five years at the following locations:

Division of Adult Basic and Literacy Education
Bureau of Vocational and Adult Education
Department of Education
Commonwealth of Pennsylvania
333 Market Street
Harrisburg, Pennsylvania 17126-0333

ERIC/ACVE
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

AdvancE
Pennsylvania Department of Education Resource Center
333 Market Street
Harrisburg, Pennsylvania 17126-0333

Bethlehem Area Chamber of Commerce
459 Old York Road
Bethlehem, Pennsylvania 18018

Pennsylvania Chamber of Business and Industry
222 N. Third Street
harrisburg, Pennsylvania 17101

PROJECT DESCRIPTION

The Problem

The Bethlehem Chamber of Commerce recognized that a skilled workforce is essential to the continued local growth and development. Periodic data on economic development indicated that low unemployment rates and increased numbers of women and Latinos entering the labor force combined to provide a mismatch between the demand for skilled workers and a supply of undereducated/lower skilled workers.

Literacy service providers lacked the resources, personnel and contacts to successfully approach the business community. The Chamber project sought to provide a neutral party to create linkages between company/worker needs existing instructional programs.

Goal

Organize a strong, active network of 550 businesses, unions, 67 service organizations, and six basic skill providers , united to meet the employment needs of the Greater Bethlehem Area. Through this network, the following objectives will be met:

Objective 1

Deliver information concerning basic skills programs to the estimated 5,400 employees in the Greater Bethlehem Area who are in need of help, by January 2, 1990.

Basic skills information was, in most cases, delivered indirectly. The Chamber disseminated program information directly to company personnel who then presumably passed it on to employees as needed. Company personnel typically receiving the information included human resource specialists, CEO's and other top management, training directors and small business owners.

Companies needed two types of information. First, general literacy background was essential to their understanding of the need. Newspaper and Chamber newsletter articles provided a regular vehicle for increasing awareness (see list in Appendix A). Information sheets such as the Commercial Driver's License Update, the GED Information Sheet or the GED Corporate Feasibility Study (Appendix B) served to highlight specific topics. Events (Appendix C) such as the October Panel Discussion on Workplace Literacy or the CDL Breakfast with the Legislators provided for direct contact and feedback. Exchange of information with company personnel also occurred at Chamber meetings and scheduled appointments. Finally, a reference library was established at the Chamber office with books, pamphlets and videotapes available on loan to companies or other organizations (see Appendix B).

A second category included that information specific to Northampton County (and occasionally Lehigh County) providers. All Northampton County providers were visited and data established on the "Basic Skills Provider Information" form. This was used to generate several information sheets which were distributed to company personnel and service organizations as needed. The Lehigh Valley GED Testing Directory, the Lehigh Valley Literacy Programs and the ESL Instructional Services forms may be found in Appendix B.

Brochures from each provider as well as the Northampton County Literacy Coalition were kept on hand for handouts and responses to inquiries.

The Workforce Literacy Showcase in May of 1990 - although officially sponsored by the Northampton County Literacy Coalition - was organized by the Chamber. Attended by company and agency personnel, it presented nine local promising practices in workforce literacy.

Finally, providers themselves described their programs during two sessions of a six-session course for union counselors. The literacy coordinator was responsible for arranging those two sessions.

It is not possible to determine the actual number of employees reached by this information. However, records of 133 participating companies combined with employee counts show the potential for having reached nearly 30,000 employees. Assuming the larger corporations (more than 500 employees) reached only

ten percent of their people, this still leaves a respectable figure of 9081 employees receiving information. The requirements for the objective, then, have been exceeded.

Objective 2

Through the identification of basic skill needs, encourage eight additional companies to begin on-site programs. Increase the number of participants from 57 to 250 by June 30, 1990.

Only one provider - Northampton County Community College- had the resources for and actively sought to establish onsite workplace programs. During 1988-89, the College reported 60 adults had been served in their workplace literacy programs, including classes at the Greif Companies and Victaulic Corporation.

During 1989-90 the Chamber of Commerce and the College regularly encouraged interested companies to begin site programs. Their combined efforts brought interest from ten additional companies, three of which initiated classes for employees during the course of the year. They were Alpo Pet Foods, Bethlehem Steel Corporation and Graphic Management Associates. In addition, Meridian Bank field tested several basic skills units developed by the American Institute of Banking. Other companies chose to refer their employees to an off-site program. Burron Medical was one of these for both years.

During 1989-90, then, the Community College reported 170 adults served by their workplace literacy programs. This represents a 170% increase over the previous year. The college

also reported it had reached full capacity with its worksite programs. It, therefore, would not be possible to meet the requirements of the objective . Considering the great increase, all involved parties were satisfied with results.

Objective 3

Organize a referral system between companies and local providers to serve 200 employees by June 30, 1990.

Several informal referral procedures were used by the project to link companies to providers.

At presentations, the "Business/Literacy Activities" and the "Workforce Literacy Survey" (Appendix C) were used to interest companies in literacy activities and to follow up their interest. A Contact Record (Appendix C) was established to track literacy-related calls and their disposition. Between October 10, 1989 and June 30, 1990, 270 calls were logged by the Literacy Coordinator: 87 businesses, 83 providers, 35 institutions, 56 agencies and 9 "other".

A small percentage of these calls involved referral of a company to a provider - most often needing an ESL tutor - or a businessperson volunteering time. A simple telephone call was adequate to create the necessary linkage to a provider. Ultimately, it did not appear necessary to establish a formal referral system. The Literacy Coordinator supplied companies with printed information about providers and they, in turn, preferred to make direct contact. Moreover, no attempt was made to track the number of employees served by these referrals.

A second type of referral involved potential candidates for GED testing and/or preparation. Because of the corporate-sponsored (project-initiated) free GED testing slated for fall 1990, three Chambers of Commerce staffs have already begun to respond to inquiries, log information and make referrals.

To accomplish this the Literacy Coordinator conducted training for staff from the Allentown-Lehigh County Chamber of Commerce (4 secretaries, 1 staff executive); Bethlehem Area Chamber of Commerce (Assistant Director, Business Manager, Membership Coordinator, 2 secretaries) and the Two Rivers Chamber of Commerce (Administrative Assistant, Secretary). In response to posters/flyers displayed by businesses, GED candidates:

1. contact the Chamber office
2. are provided with basic information about the test
3. receive provider information
4. are recorded for later screening and mailing of information

Log sheets were to be collected regularly and followed up by the Coordinator. This is an activity which continues beyond project termination. Examples of products are found in Appendix B.

Both referral procedures emerged out of the actual activities of the project and were deemed adequate to meet the requirements of the objective and the needs of concerned parties.

Objective 4

Through the cooperation of the Bethlehem office of the Pennsylvania State Job Service and the Northampton County Public Welfare Department, refer 350 employable adults to existing providers of basic education.

Early in the project, the Literacy Coordinator visited the Northampton County Department of Public Assistance and the Bethlehem office of the Pennsylvania Job Center to establish contact, describe project activities and offer cooperation. Contact with these agencies continued throughout the year. Two individuals from the Job Center also sat on three Chamber committees geared toward workforce preparation.

The Department of Public Assistance reported 180 people had been referred to ESL, Basic Education or GED programs during the period. The Pennsylvania Job Center cited 316 individuals had been referred for training.

Since these agencies have different reporting procedures and data bases, it is not known to what extent there might be overlap in the two counts. It would appear that this objective was probably met.

Objective 5

With the cooperation of union representatives, refer 25 individuals unable to qualify for entrance into apprenticeship programs, (due to English language deficiencies or due to a lack of a high school equivalency) to existing providers of ESL or GED.

The position of the Chamber of Commerce within the community, as a representative and champion of small and large businesses, may at times be in conflict with the interests of unions. Its participation and success with unions is dependent upon the relations between management and labor at any given time.

As a representative of the Chamber, the Literacy Coordinator had to work harder to gain the trust and cooperation of union members. For this objective, that meant seeking openings to offer appropriate service. These openings could not be limited to apprenticeship programs if any progress were to be expected.

Two opportunities for involving unions were capitalized upon during the course of the project year. The first involved establishment of a Lehigh Valley Commercial Driver's License (CDL) Taskforce through the three largest Chambers of Commerce. Individuals invited to participate included representatives from business and industry, service providers and labor. The Task Force met regularly during the winter and hosted a Breakfast With

the Legislators - drawing more than 100 people - to foster speedy passage of acceptable legislation. (See Appendix C). The Task Force also encouraged and publicized instructional programs to prepare drivers through three providers. (Appendix B)

A second type of involvement included training of union counselors. Through its AFL-CIO Labor Liaison, the Northampton County United Way contracted with provider ProJeCt of Easton to conduct six sessions of literacy sensitivity training for union counselors. The Chamber's Literacy Coordinator was invited to structure the final two sessions where counselors would be introduced to provider programs. In addition to written summaries, each provider attended one session and personally described their program to fourteen union counselors.

At the completion of training, at least three counselors reported they had already talked with several individuals lacking basic skills. Further information relative to results was not available.

This objective, as stated, was not met. However, the intent of the objective - to cooperate with unions in improving members basic skills - was certainly achieved.

Other Outcomes

Among providers their are differences of priorities and curricula as well as periodic competition for audiences and funding. Frequently the Chamber's Literacy Coordinator would be called as a neutral party to represent literacy interests and activities to another audience.

As a neutral party the Coordinator also provided a basis for greater cooperation among providers and, therefore, potentially more effective utilization of resources. The Northampton County Literacy Coalition became very active and well attended in the literacy arena. Traces of this cooperation were even evident between and among Lehigh and Northampton County providers as a result of joint participation on Chamber-sponsored CDL and GED committees. This cooperative effort toward reaching a common goal reached further to:

-enable 8 Chambers of Commerce to agree to support a literacy program for the succeeding year

-succeed in proposing a literacy project (GED brochure) to be jointly funded by ten Lehigh Valley Rotary Clubs

-conduct a Lehigh Valley-wide corporate funded GED test

The Literacy Coordinator's position as a Chamber staff member was unique to Pennsylvania and likely to the nation. As such it generated interest from many groups. Throughout the year the project was presented to local, state and national organizations.

Literacy also ranked high within the confines of Chamber membership and participation. A February analysis of Bethlehem

Chamber's activities for the past year showed literacy to rank fourth (nearly third) in member popularity after only five months of operation. (Appendix D)

Last, the development of a literacy audit process proved to be extremely useful to companies and providers alike. The Literacy Coordinator arranged for the audit with one large and one small business. A team of seven individuals was established and trained. It included representatives from the library, the community college, a rural school district, PIC as well as the Literacy Coordinator. The instruments in Appendix E (interviews, surveys, writing samples, checklists) were developed and used to collect information. A report was then prepared for each company. In both audits there were expected and unexpected effects:

- -establishment of new procedures for written communications
- -confirmation of written and computational skills deficiencies
- -identification of individuals lacking high school diplomas in a technically sophisticated workplace setting
- -greater interest in continuing education expressed by employees

The audit process also served to better acquaint providers with the priorities, demands and environment of the workplace.

CONCLUSIONS AND RECOMMENDATIONS

By all stated measures the project has been a great success. Through its activities, it has been able to organize a strong, active network of businesses, service organizations, basic skills providers and even involve unions. These groups worked separately and together to meet the employment needs of the Lehigh Valley during the past year. In fact, toward the close of the year, it became exceedingly clear that none of the groups deserved exclusive credit for burgeoning instructional programs. The cumulative and combined efforts of all had been responsible.

It would also appear that the Chamber's role and the staff position devoted to literacy were pivotal factors. The local Chamber of Commerce, because of its standing with the business community, can play a significant part in improving the basic skills of the workforce. To do so it must first establish literacy as a priority and identify specific goals. It must also allocate resources and conduct activities aimed at increasing business awareness and provider linkages.

Chambers of Commerce vary in size and, therefore, resources. All are non-profit and comprised of volunteers who provide the leadership. Many must also rely on these volunteers to do the work of the Chamber. Whether volunteer or paid staff, literacy activities should be assigned to a specific individual and/or committee.

Familiarity with and neutrality toward local providers is

essential to success. Where a coalition exists it can serve as a basis for cooperation and support. Linkages with unions are possible and most feasible in a coalition/committee setting.

In reviewing the objectives and results, it is also clear that at least three of the five objectives dictated action by agencies other than the Chamber. Caution is needed in establishing outcomes over which the administering agency has no authority.

Future directions should include:

1) disseminating a summary of project activities to state and national chamber groups and national organizations concerned with workforce education

2) refining and packaging the audit process and instruments

3) replicating and adapting project activities in chambers which consist solely of volunteers

APPENDICES

APPENDIX A

Publicity

Bethlehem Chamber of Commerce Newsletter Articles

1989	March	"Chamber Education Committee Gears for Action"
	June	"Education Grant Approved: Chamber Seeking Applicants"
	August	"Here We Go Again: Another Major Project"
	September	"Business/Literacy Program Launched"
	October	"Literacy Update"
		"Commercial Driver's License Alert"
	November	"Literacy Updates"
	December	"Driver Information Needed: Read and Respond"
		"Wanted: Companies to Pilot Math Program"
1990	January	"CDL...We're on the Move"
	February	"Professional Drivers Need Help"
	March	"Progress in Literacy"
	April	"Will You Support the GED?"
		"CDL Tapes to Go"
	May	"Literacy Highlights"
	July	"Please Post: CDL...GED...and PDQ!"

Newspaper Articles

1989	Feb 18	"Bethlehem CHamber to Seek Federal Funds to Combat Illiteracy"
	Aug 24	"Bethlehem Chamber Names Literacy Coordinator"
	Aug 25	"Chamber Will Add Person to Help with LV Transition"
	Aug 29	"Bethlehem CHamber Starts Literacy Program"
		"County Businesses Are Taking on Illiteracy"
	Aug 30	"Business Sets Sights on Illiteracy Problem"
	Oct 4	"Workplace Literacy Panel Discussion Planned"
	Oct	"Why Can't Johnny Work?"
	Dec	"Local Chamber Potpourri"
	Dec 10	"State Gears Up to Put Truckers to Test"
1990	Jan 7	"Legislators Pressed on Truck Driver Licenses"
	Jan 27	"Enact Licensing Law Now, LV Legislators Told"
	Jan 29	"Proposed CDL Discussed at Local Meeting of Officials"
	Apr 4	"Chamber Literacy Program Promising, Vital, Specialist Says"
	Apr 11	"Literacy Project"

Bethlehem chamber starts literacy program

Morning Call 8/29

A6 The GLOBE-TIMES Bethlehem, Pa. Wednesday, August 30, 1989

EDITORIAL PAGE

Business sets sights on illiteracy problem

THE MORNING CALL, THURSDAY, AUGUST 24, 1989

Bethlehem Chamber names literacy coordinator

Illiteracy: Problem in U.S. and LV

Globe Times 8/29/89

County businesses are taking on illiteracy

HOMETOWN

Globe-Times 8/29/89

School, library fighting illiteracy

Globe Times 8/29/89

Chamber will add person to help with LV transition

Globe Times 9/5/89

Local Chamber Potpourri

❑ **Greater Pittsburgh Chamber** recently "adopted" the Employers and Child Care Program, designed to educate employers about available child care support options for Pittsburgh area employers. The nonprofit Program, originated by the Greater Pittsburgh Commission for Women, receives grant support from local foundations and other contributors.

❑ ***Delaware County Chamber,*** *Media, and Penn State's Delaware County Campus are sponsoring* Leadership Delaware County. *The course is designed to strengthen individual leadership abilities and encourage personal contributions to community needs. Participants will attend a series of seven workshops.*

❑ **Bethlehem Area Chamber** has launched a business/literacy program and hired a new staff person to manage it. The Chamber's education committee obtained a grant to fund the program, which is designed to encourage individual businesses to identify employees needing improved basic skills, and then match those employers with existing providers.

❑ ***Greater Scranton Chamber*** *plans to go "on line" shortly with Chamber Net, the American Chamber of Commerce Executives' electronic communications service. The computer-driven Chamber Net can put a user in touch with ACCE, a single CEO, or any chamber in the network — instantaneously and simultaneously.*

❑ **Pocono Mountains Chamber,** Stroudsburg, is co-sponsoring a special Computer Expo on October 23 at Northampton Community College. Exhibitors will display computer hardware and software and run a series of mini-seminars on particular computer applications.

❑ ***Williamsport-Lycoming Chamber*** *played host to the 50th International Little League Congress in June. Major League Baseball Commissioner A. Bartlett Giamatti delivered the keynote address, Congressman George Gekas spoke, and the ubiquitous master showman, Bob Hope, along with Les Brown and His Band of Renown, entertained.*

❑ **Shenango Valley Chamber,** Sharon, sponsored the "Great Duck Race of 1989," a fund raiser which netted over $22,500 for their economic development fund. This was the second year the Chamber sponsored the contest; last year's cleared $18,200.

❑ ***Somerset County Chamber*** *members volunteered their time as amateur announcers when local radio station WVSC-AM broadcast the sixth annual "Super Somerset Saturday Radio Day" on June 24. Radio spots were sold to Chamber members to raise funds for projects throughout the County.*

❑ **TriCounty Chamber,** Pottstown, has been reaccredited by the U. S. Chamber of Commerce. The Chamber was originally accredited in 1984.

❑ ***The Lancaster Chamber's*** *1987 Annual Report won a Grand Award from the Communications Council of the American Chamber of Commerce Executives. Their report, which was selected for its "outstanding ability to communicate an effective message with a simple design," beat out over 300 other entries from all over the country.*

❑ **Allentown-Lehigh County** Chamber members recently heard the executive director of its "School Works" project explain the program and outline the many benefits available to small companies through business/school partnerships. "School Works" establishes learning situations for students, teachers, and employees; participants share equipment, training, supplies, facilities, and services.

❑ ***State College Area Chamber,*** *in cooperation with the Centre County Board of Realtors, has produced a 32-page retirement guide promoting the Centre County region as an ideal place to retire.*

❑ **Greater Philadelphia Chamber's** Arts and Culture Council honored ten area corporations, arts organizations, and individuals at the 1989 Business/Arts Award Luncheon for their support of business/arts partnerships.

❑ ***York Area Chamber*** *has launched "First Capital Compact," a formal partnership between the educational and local business communities which is designed to encourage high school dropouts to complete their education, encourage businesses to financially support educational programs, reduce high school dropout rates, support programs to encourage high school graduates to continue their education, etc.*

❑ **Capital Region Chamber,** Harrisburg, has been accredited by the U. S. Chamber of Commerce.

❑ ***Greater Chambersburg Chamber,*** *in cooperation with Franklin County Heritage, Inc. and the Kittochtinny Historical Society, has contracted with WITF to produce a 28-minute documentary depicting Chambersburg's role during the Civil War. This summer, in commemoration of the 125th anniversary of the burning of Chambersburg by Confederate forces during the Civil War, the town held a series of 25 events over a 10-day period.*

❑ **Lebanon Valley Chamber, Latrobe Area Chamber,** and Media's **Delaware County Chamber** are all busy with their respective "Leadership" programs.

❑ ***Pennridge Chamber,*** *Perkasie, won a gold award, the best in its category, for* "Welcome to Pennridge," *a publication which describes the business, educational, health and living facilities of the eight municipalities it serves.*

PA Chamber
Dec. 1989
(1989 Annual)

THE BETHLEHEM
CHAMBER NEWS

MARCH, 1990

PROGRESS IN LITERACY

It was this time one year ago when the Chamber's newly-formed Education Committee announced its literacy focus. We are now at mid-point in the project and it seems appropriate to take a look at what has been accomplished.

Although it is too early to measure achievement of the project's major goal - improving work force literacy levels - there are some strong indications of progress. For example, five new companies now have literacy-related classes in progress at their sites. This brings the total number of on-site classes to eight. An additional five companies are investigating the possibility of classes. Another five have expressed interest in an international literacy assessment.

Another indicator is the extent to which organizations are participating in literacy activities. To date, 108 businesses, 14 agencies, 13 institutions, 6 service clubs, 6 labor unions and 9 government representatives have become involved in several ways (e.g. survey response, referrals to classes, requests for information, attendance at events, etc.)

Two major literacy initiatives underway involve Valley-wide committees and should have long-range impact: the Commercial Driver's License Task Force (yes, this is a literacy issue) and the "free" GED Test Committee. (See related article in this issue). A third initiative is the application for a new grant to expand our activities to the nine Chambers in the Lehigh Valley.

Has the project also benefitted Chamber members? To answer, we analyzed participation in all Chamber-sponsored activities over the past year. Literacy ranks fourth in participation with 86 of 580 member organizations represented. It was exceeded only by Mixers (169 members), committee involvement (158 members), and the Economic Forecast Luncheon (89 members). Furthermore, 16 companies which had not previously attended any Chamber events did become involved in literacy.

This progress would not be possible without the efforts of a supporting cast of many. Joyce Morgan and the Community Education staff at Northampton Community College, Susan Schuehler at Moravian College and Ed Kozlowski of Burron Medical all deserve recognition for consistently promoting workforce education. Our collective efforts have begun to garner regional, state and national attention in literacy quarters.

Not bad for a program launched only five months ago. Has literacy touched you yet? If not, watch out...we're coming!

GED: A SECOND CHANCE FOR ADULTS

Many adults do not have a high school diploma. They cannot show proof of their educational skills to employers and others. The Test of General Educational Development (GED) gives people a chance to meet high school graduation requirements. It can be used for employment, promotion, admission to the military or college. Over seven and a half hours, examinees are tested on writing skills, social studies, science, mathematics and interpreting literature and the arts. Successful completion of the GED indicates an individual has skills at least equal to

(continued on Page 2)

APPENDIX B

Project-Generated Products

GED INFORMATION

Bethlehem
area chamber of commerce
459 Old York Road, Bethlehem, PA 18018-5870

PURPOSE

A second chance to meet high school graduation requirements.
The Tests of General Educational Development (GED) are developed by the American Council on Education to enable persons who have not graduated from high school to demonstrate the attainment of skills and abilities normally acquired by completing a high school program of study. People typically want a high school credential for employment, promotion, higher education or training, personal satisfaction, financial rewards or to help their children.

ELIGIBILITY

Anyone who can show evidence of state residence, who is not currently enrolled in a licensed secondary school and who is 18 years or older is eligible to take the GED test. People who are 16 to 18 years of age may be eligible if they meet special provisions and have a written request from an employer, a school of higher education, a recruiting officer or a state institutional director. Although a person may be eligible and take the test, no diplomas will be issued until the candidate is 18 and the last high school class has graduated.

TEST DESCRIPTION

Except for Part II of the Writing Skills Test, which requires the writing of an essay, all questions are multiple choice with five possible answers given. The five tests measure a candidate's knowledge in these areas:

Writing Skills - **Part I:** usage (35%); sentence structure (35%) spelling, capitalization, punctuation (30%) - 55 items, 75 minutes. **Part II:** essay- 45 minutes

Social Studies : history (25%), economics (20%), political science (20%), behavioral science (20%), geography (15%) - 64 items, 85 minutes

Science: life science (50%), physical science (50%) - 66 items, 95 minutes

Interpreting Literature and the Arts: popular literature (50%), classical literature (25%), commentary on literature and the arts (25%) - 45 items, 65 minutes

Mathematics: arithmetic (50%), algebra (30%), geometry (20%) - 56 items, 90 minutes

Special editions of the test are available under certain conditions. Spanish and French editions may be taken on request by candidates whose first language is Spanish or French. Administration of the test using an audiocassette, braille, large print or other modified test conditions is possible when written requests are made and professional verification of need is provided.

APPLICATION AND TESTING PROCEDURES

Five official GED Testing Centers have been authorized in the Lehigh Valley. They are located at

William Allen High School, Allentown
Catasaqua High School, Catasaqua
Easton High School, Easton
Lehigh County Vocational Technical School, Schnecksville
Liberty High School, Bethlehem

Candidates may take the test at any center. Registration, fees and procedures differ slightly from center to center. It is best to contact the center of choice in advance. An individual may take the test at any center within the state.

SCORES, REPORTING AND DIPLOMAS

In order to pass the GED, an applicant must have a total standard score of 225, with an average standard score of 45 on all five tests. No subtest standard score may be lower than 35. Everyone receives a score report, usually within 4-6 weeks of testing. All those meeting the test requirements will receive a Commonwealth Secondary School Diploma. Some school districts also issue a local diploma.

RETESTING

Anyone not earning the required scores may retake the test after 90 Days (or sooner at the discretion of the test center examiner). Although an applicant need not retake the entire test, it is recommended they do so. The highest scores from each test will be used to establish the final score.

PREPARATION

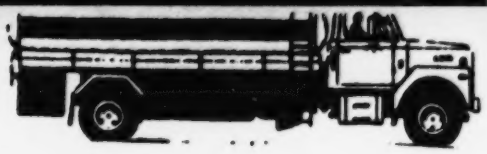
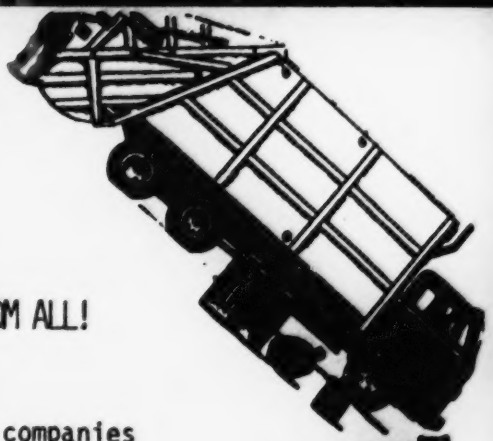
In the Lehigh Valley, about 70% of the GED test takers will pass the test without formal instruction. About 95% of those who have participated in classes will pass the test.

An official practice test is available which simulates the GED and is an accurate predictor of who will pass the test. Most programs and some test centers will give and score this practice test at no charge. It takes just over 3 hours.

Adult education programs are sponsored by local school districts, community colleges, vocational-technical schools, community organizations and employers. A list of these programs for the Lehigh Valley is available from the Chamber of Commerce upon request.

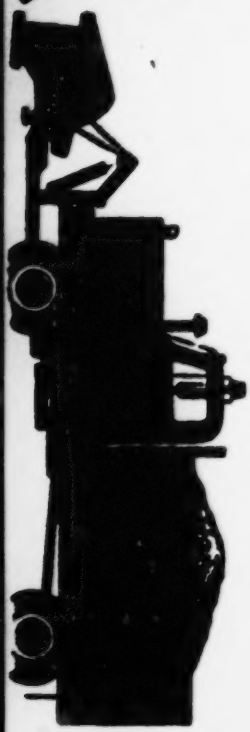
Private study is possible for many by purchasing study materials at bookstores or reviewing them at the public libraries.

Additional educational programs may become available. Check with the local Chamber or program of your choice.

COMMERCIAL MOTOR VEHICLE SURVEY

PLEASE RESPOND. WE NEED INFORMATION FROM ALL!



We need your input to find out how many companies will be affected by the Commercial Motor Vehicle Safety Act of 1986. Please complete the following and return it to the Chamber office as soon as possible, even if you are not affected.

1. How many vehicles do you have that:

   _____are over 26,000 lbs. (class 2 or 3)

   _____are placarded for hazardous materials

   _____are school buses (11 or more passengers)

   _____transport 16 or more passengers

2. How many of the above drivers do you have?_____

3. The written Knowledge Test will probably require 9th grade reading capability. Do you have drivers who may NOT read at that level?

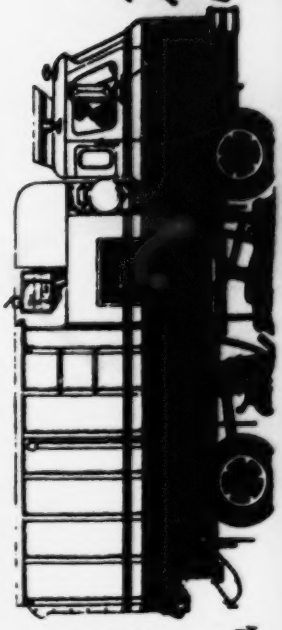
   _____yes _____no If yes, how many_____

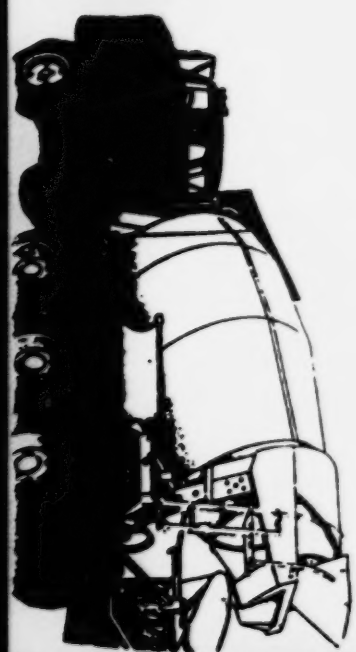
4. _____I have no one affected by this legislation.

5. If the Bethlehem Chamber developed a training program to prepare drivers for the test, would you participate?

   _____yes _____maybe _____no

6. _____I would like to be kept informed of the developments in this issue.





NAME_____

COMPANY _____

Please return to Chamber office, 459 Old York Rd, Bethlehem 18018 by the end of December.

THANKS!

COMMERCIAL DRIVER'S LICENSING
INFORMATION SHEET
Update March 1990*

Bethlehem
area chamber of commerce
459 Old York Road, Bethlehem, PA 18018-5870

LEGISLATION

Senate Bill 498 with House amendments has passed the House and is scheduled for reconsideration by the Senate in March. If the Senate concurs, it will go immediately to the Governor's desk for signature. If there is disagreement, it will go to a conference committee for resolution and be signed into law. Recent pressure by the business community is expected to result in a law by April. Designed to implement the requirements mandated by the Commercial Motor Vehicle Safety Act of 1986, the bill requires all commercial drivers to be licensed by April 1992 or the Commonwealth will lose federal highway funds. The bill defines a commercial vehicle as:

- a single vehicle with a gross vehicle weight rating of more than 26,000 pounds
- a trailer with a gross vehicle weight rating of more than 10,000 pounds if the gross combination weight rating is more than 26,000 pounds
- a vehicle designed to transport 16 or more persons (including the driver)
- a school bus
- any vehicle which requires hazardous materials placards

An important provision of the bill is for interstate (electronic) information exchange to insure that a driver has only one license from his/her home state. Amendments worthy of note include:

- **employee protection:** gives a driver the right to refuse to operate any vehicle deemed unsafe, without being discriminated against by the employer
- **tests:** allows both written and oral tests to be administered in English or Spanish
- **occupational license:** grants the driver and "occupational" driver's license to provide commercial driving privileges, despite private operating violations
- **test vehicles:** requires that employers provide a test vehicle to employees who must obtain a CDL to continue their present occupation
- **indemnification:** in cases where a driver is required to conduct pre-trip safety inspections and is later convicted of one or more equipment violations, the vehicle's owner must indemnify the driver for any fines and court costs paid, if the specific equipment violations were listed on the pre-trip inspection report and acknowledged in writing by the owner
- **school buses:** waives school bus driver recertification driving test until December 31, 1992. Also requires the school district to reimburse the driver for expenses connected with obtaining the endorsement.

IMPACT

Drivers of commercial vehicles holding what is now Class 2, 3 and 4 licenses will have to be relicensed by April 1992. Three new classes of licenses have been created: Class A, B and C. Excluded from the legislation are firefighters, the military, certain farm vehicles and possibly **motorized construction equipment.**

The Pennsylvania Motor Vehicle Licensing Bureau reports there are 1.1 million Class 2, 3 and 4 licenses in the 67 counties of the Commonwealth. They estimate 320,000 (about 30%) of these will seek to obtain the new license. In Lehigh and Northampton Counties there are approximately 30,000 Class 2, 3 and 4 licenses.

THE TEST

Test content includes two parts: skills and knowledge. The two portions will be given at separate sites (see Administration). The Skills Test covers vehicle inspection, safety and operation. Approximately 90% of current drivers will be able to waive the Skills Test because they have a clean driving record. Everyone will have to take the Knowledge Test, which is a written multiple-choice test with a reading range between sixth and ninth grades. The Knowledge portion includes a core test and a possibility of six endorsement tests. The Knowledge Test may eventually become available in a computerized version. It has also been proposed that the Knowledge Test be made available orally, on demand and that the

*** Changes from the December update are in boldface print.**

written version be available both in English and in Spanish. However, the hazardous materials portion of the test will always be given in written form only.

Administration of the test will occur in several locations. The Skills test will be given by State Police and through third party contracts. The Knowledge Test will be handled through the Civil Service Commission.

Pennsylvania, like many other states contracted with Essex Corporation in California to produce its manual and test. (**Thirty-seven other states have already passed legislation and many have begun voluntary testing**). The manual is currently available from the Bureau of Licensing, the State Police and our Chamber office. **Piloting of the test occurred in February with a selected group of PennDOT employees.**

RESOURCES

Printed and Audio-visual materials

1. Commercial Driver's Manual, Commonwealth of Pennsylvania
2. California Commercial Driver's License test mock-up
3. PennDOT "Fact Sheet, Commercial Driver's License"
4. National Safety Council booklets and two 30-minute videotapes "CDL Skills and Road Test" and "CDL Pre-Trip Inspection Test" available from Lehigh Valley Safety Council ($99.95 members, $124.95 non-members)
5. PennDOT tapes (10) "The Commercial Driver's Licensing Series" ($99)
6. **Project ROADS - a joint effort of PennDOT, the PA Dept. of Education, Penn State University and The American Federation of County & Municipal Employees - has piloted a computerized instructional program as well as print-based instruction. It will be available later this spring. A brochure and price list is available on request.**

EDUCATION/Training

1. **Lehigh County Vocational-Technical School and Northampton Community College offer, beginning March 1990, an eight-hour course on Saturdays for $60, pending adequate enrollment.**
2. Both Lehigh and Northampton Community Colleges are prepared to conduct basic skills assessments to determine if drivers have adequate knowledge and/or reading skills to pass the test.
3. **The above colleges have jointly developed a self-administered, 10 item multiple choice test to screen those ready to take the test. It should be available in March.**
4. Allentown Literacy Council will offer individual assistance and/or a class to increase the literacy and study skills of truckers.
5. Providers of literacy tutoring in Northampton County will be prepared to adapt their tutoring programs to meet the needs of commercial drivers.
6. **The Pennsylvania Chamber offers a half-day seminar "How to Comply With the Commercial Driver's License Law"** ($50 members, $100 non-members).

TIME FRAME

All current drivers and new drivers must have taken the new test by April 1992 in order to operate a commercial vehicle after that date. In Pennsylvania, mandatory testing is scheduled to begin in November of 1990. The Bureau of Licensing will notify drivers two months in advance of their birthdays. Voluntary testing, originally scheduled for January 1990, has been postponed pending passage of legislation.

CHAMBER EFFORTS

Besides letters encouraging action on the pending bills, the three Lehigh Valley Chambers of Commerce have joined forces in a valley-wide task force to coordinate the publicity, awareness, legislative effort and education/training opportunities. **The task force sponsored a Breakfast with the Legislators in January and is planning a large awareness event for April or May.**

FOR ADDITIONAL INFORMATION OR TO OBTAIN MATERIALS DESCRIBED, CONTACT JOAN LIPIEC, BUSINESS LITERACY COORDINATOR, AT THE CHAMBER OFFICE, 867-3788.

BETHLEHEM AREA CHAMBER OF COMMERCE

CORPORATE FUNDED GED TEST

Feasibility Survey

The Bethlehem Area Chamber of Commerce, in its program to improve workforce literacy, has recognized a need to make the GED Test more accessible to the Lehigh Valley workforce and more well-known to employers. Through a valley-wide committee of employers, literacy program staff and GED examiners, it is planning a corporate-sponsored, one-time "Free" GED test during the latter part of October 1990. The success of the project will serve as a model for the entire state. The purpose of this study is to determine the extent to which our membership would be willing to support the project.

GED BACKGROUND: Many adults do not have a high school diploma. They cannot show proof of their educational skills to employers and others. The Test of General Educational Development (GED) gives people a chance to meet high school graduation requirements. It can be used for employment, promotion, admission to the military or to college. Over seven and a half hours, examinees are tested on writing skills, social studies, science, mathematics and interpreting literature and the arts. Successful completion of the GED indicates an individual has skills at least equal to a high school graduate. Last year in Pennsylvania, more than 18,000 people took the test. Nationally, there is a 70% average pass rate.

In the Lehigh Valley, 1980 census data showed more than 100,000 adults lacked a high school diploma. Even with five valley testing centers offering examinations monthly, less than ten percent have been tested to date. One reason is that lack of funding prevents wide-scale publicity of test sites, schedules, fees, and procedures. Other reasons include individual motivation, lack of testing fees, waiting lists for GED preparatory classes and reticence to come forward.

Please respond to the questions as indicated, and return the completed survey to Joan Lipiec, Bethlehem Area Chamber of Commerce, 459 Old York Road, Bethlehem, 18018. THANK YOU!

1. Information about your company:

   Company Name _____ No. of Employees _____

   Person Responding to Survey _____ Telephone _____

2. Is a high school diploma required for employment for all positions? _____

3. Is a GED accepted in lieu of a high school diploma? _____

4. About how many of your employees lack a high school diploma? _____
   (Please answer "unknown" if you are not sure)

5. Would your company be willing to commit funds ona one-time basis to cover the cost of the GED Test for one or more individuals? _____
   ($35-$40 per person)

   (If no, skip to question 11)

6. Would you prefer this to be (check one or more)

a. a grant to a scholarship fund available to the general community _____
b. a specific amount for a predetermined number of your employees _____
c. other (specify) _____ _____

7. At a cost of $35-$40 per test, how many individuals would your company be prepared to support? _____

8. If made available to your employees, do you feel they would be willing to step forward? _____

9. What, if any, eligibility criteria would you prefer to see used in the selection of individuals to receive the free test?(check one or more)

a. none needed _____
b. evidence of financial need _____
c. passing practice test (this accurately predicts those who will pass the GED Test) _____
d. enrollment in a study program _____
e. minority (especially Latino) _____
f. unemployed _____
g. employed _____
h. motivation (specify type) _____
i. geographic location (county, city) _____
j. other (specify) _____ _____

10. What is your preference for giving companies recognition for funding the testing? (check one or more)

a. none needed _____
b. company name printed on examinee's eligibility voucher _____
c. company name included in publicity materials _____
d. other (specify) _____ _____

11. What other support would your company be willing to provide? (check any that apply)

a. released time for individual to take test _____
b. company personnel for site administration of practice test (3 hours) _____
c. display/dissemination of publicity materials _____
d. space for an on-site preparation class for 8-10 weeks, 2x/week _____
e. partial or full funding for an instructor for an on-site class ($600-$800) _____
f. company volunteers to serve as tutors to help one on one (off company time) _____
g. company volunteers to serve as test proctors (8-10 hours, one time) _____
h. other (specify) _____ _____
i. none at this time _____

Bethlehem area chamber of commerce

LITERACY BIBLIOGRAPHY

The following materials are available for your review on a loan basis. Please contact Joan Lipiec, Literacy Coordinator, if there are any which provoke your interest!

BROKERING ADULT AND CONTINUING EDUCATION THROUGH UNIONS AND SMALL BUSINESSES IN THE LEHIGH VALLEY, Moravian College, 1982

Final report of a grant awarded to Moravian College to design and document a process of stimulating growth in continuing education through new linkages with labor unions and small businesses. The "LINK" program resulted in counseling of individuals, informational workshops and dissemination of information.

BUSINESS AND THE SCHOOLS-A GUIDE TO EFFECTIVE PROGRAMS
Council for Aid to Education, 1989

A booklet which promotes business/school relationships and provides some guidelines for developing programs locally. It also describes more than seventy-five business/school initiatives involving programs directed toward students, teachers and staff, curriculum, facilities and educational reform.

DEVELOPING AN EMPLOYEE VOLUNTEER LITERACY PROGRAM
Business Council for Effective Literacy, 1986

A twelve page how-to guide for employers wishing to encourage their employees to volunteer as tutors and in other capacities to help local literacy groups.

EMPLOYEE ACHIEVEMENT THROUGH SCHOLASTIC INCENTIVES
Educational Administrative Services, Inc., 1988

A prepaid tuition assistance program designed to help reduce replacement and turnover costs. It is based on a study of a Burger King franchise in the Detroit metropolitan area which was experiencing a high turnover rate. Employees were paid for educational expenses based upon the number of hours worked per week. The study found that turnover rate was reduced from 160% to 38% and productivity increased.

459 Old York Road, Bethlehem, PA 18018-5870
(215) 867-3788 (215) 868-1513

ACCREDITED CHAMBER OF COMMERCE

HUMAN CAPITAL: THE DECLINE OF AMERICA'S WORKFORCE
Business Week, September 19, 1988

A special report undertaken by the magazine suggests that America's ability to compete is threatened by inadequate investment in its most important resource: people. Sub-articles deal with the mismatch between workers' education and job requirements; the shrinking and changing nature of the workforce; the continues plight of the underclass; the nation's school system; and the increasing role of business in education. The report concludes that investments in education and training will yield sure-fire returns.

JOB-RELATED BASIC SKILLS: A GUIDE FOR PLANNERS OF EMPLOYEE PROGRAMS, Business Council for Effective Literacy

A forty-six page guide for employers wishing to address the basic skills problems of their workforces. It provides detailed guidance on how to plan and implement an effective job-related basic skills program. It also includes a listing of resource persons and background reading material.

JUMP-START: THE FEDERAL ROLE IN ADULT LITERACY
Southport Institute for Policy Analysis, January 1989

After a year of study, the Southport Institute concludes 1) that the U.S. cannot remain competitive in a global economy, maintain its standard of living, and shoulder the burden of the retirement of the baby boom generation unless it mounts a national effort to help adults upgrade basic skills very soon; 2) that Americans must adopt a new outlook toward adult literacy (school reform, volunteers, business alone will not solve the problem) and that literacy has two dimensions (those with limited basic skills and those with limited English skills); 3) workforce literacy must become a national focus; and 4) measures to combat the problem immediately are available, inexpensive, and easily accomplished. The report provides specific recommendations in the areas of Executive branch leadership, legislative initiatives.

LAWYERS FOR LITERACY
American Bar Association, 1987

A manual aimed at helping state and local bar associations become involved with the literacy issue. It provides an overview of the problem and suggests twenty-eight programs to assist in developing effective literacy improvement initiatives.

LITERACY: PROFILES OF AMERICA'S YOUNG ADULTS
Educational Testing Service National Assessment of Educational Progress, 1986

The study inventoried the literacy skills of young adults ages 21-25 covering prose literacy, document literacy and quantitative literacy.

It compares young adults with in-school populations, provides summary demographic and educational information, details oral language task performance and explains levels of literacy. The study concludes that large numbers are not illiterate, but relatively few are literate. There is rather a broad range of levels. It also recommends that intervention strategies are necessary to raise the numbers performing at higher levels.

LITERACY IN THE WORKPLACE: THE EXECUTIVE PERSPECTIVE
The Omega Group, 1989

A study done by the Omega Group with support from the Mayor's Commission on Literacy in Philadelphia and the Productivity Council of the National Association of Broadcasters. The study examines the attitudes of twenty-eight top Philadelphia executives toward providing workplace literacy programs and offers their recommendations for addressing employees basic skills problems.

A LITERATE WORKFORCE: MEETING THE NEEDS
Institute for the Study of Adult Literacy, 1989

A videotape which showcases eight Appalachian region literacy programs for the workplace. The 30-minute version provides examples of programs as a source of encouragement and motivation to literacy providers. The 13-minute version targets community leaders and businesses.

OCCUPATIONAL LITERACY EDUCATION
R. Timothy Rush, Alden J. Moe, Rebecca L. Storlie

A book which details the kinds of reading, writing and oral language which adults face during training and on-the-job for ten different occupations ranging from account clerk to auto mechanic to licensed practical nurse. It also provides recommendations for applications-oriented instructional materials.

PIONEERS AND NEW FRONTIERS: THE ROLE OF VOLUNTEERS IN COMBATING ADULT LITERACY, Business Council for Effective Literacy, 1985

A monograph which assesses the role, potential and limits of volunteers in combating adult illiteracy.

STUDENT LITERACY CORPS PROGRAM
Federal Register, 1989

Provides guidelines and application forms for colleges and universities to apply for grants under the Student Literacy Corps program. Two-year grants are available to eligible institutions to support literacy training at public community agency facilities. Trained students can receive academic credit for tutoring six hours per week.

THE SUBTLE DANGER: REFLECTIONS ON THE LITERACY ABILITIES OF AMERICA'S YOUNG ADULTS, Educational Testing Service, 1987

Provides additional analysis of the National Assessment of Educational Progress Young Adult Literacy project. It gives a working definition of literacy, explains the previous report and focuses on the implications for education, employment and citizenship. It concludes that general skill levels were low compared to the needs perceived and that levels achieved by minorities and poor were disproportionately low. It recommends long-term programs that stress critical reading/thinking skills (different from those currently emphasized in elementary and secondary reading programs) and job-specific occupational training.

TURNING ILLITERACY AROUND: AN AGENDA FOR NATIONAL ACTION
Business Council for Effective Literacy, 1985

Two monographs which assess the short- and long-term resource needs for the adult literacy field and present recommendations for public and private sector action.

UPGRADING BASIC SKILLS FOR THE WORKPLACE
Institute for the Study of Adult Literacy, 1989

A manual which introduces workplace literacy to trainers of literacy providers, as well as practitioners in the field. Topics addressed include definitions and history of workplace literacy; marketing workplace literacy services; an overview of occupation-focused instruction; sample activities; and examples of tools for task analysis, assessment, evaluation, etc. A thirty-minute video "A Literate Workforce: Meeting the Needs" supplements the manual and showcases Appalachian workplace literacy programs.

WORKFORCE 2000
Hudson Institute, 1987

A report commissioned by the U.S. Department of Labor, which documents labor patterns and social trends which have been occurring for decades; for example, the shift from manufacturing to service industries or a workforce that is older, more female and more

WORKFORCE 2000 (cont'd.)

disadvantaged. It is a rich source of information about jobs of the future and the increasingly higher levels of skills and education they will require.

WORKPLACE LITERACY: TARGETING THE FUTURE
U.S. Small Business Administration and U.S. Department of Education Adult Literacy Initiative, October 1988

A report on the First National Conference on Small Business and Workplace Literacy. Because of increased concern about the necessity for a qualified small business workforce, about ninety adult literacy experts, government officials, business and labor representatives met to focus attention on the small business problem and to share successful approaches to meeting the challenge. Eight general recommendations.

BETHLEHEM AREA CHAMBER OF COMMERCE

BASIC SKILLS PROVIDER INFORMATION

AGENCY _____

ADDRESS _____

TELEPHONE _____ **SERVICE AREA** _____

CONTACTS _____ **TITLE** _____ **TELEPHONE** _____

_____ _____ _____

_____ _____ _____

SERVICES OFFERED

_____Basic Literacy _____GED _____ Job related skills

_____ESL _____Career Education _____ Institutional

_____ABE _____Life Skills _____ Other_____

FUNDING SOURCES

_____State Literacy (Act 143) _____student fees _____United Way

_____Federal ABE/GED (321) _____private contributions _____foundation

_____Federal Special (353) _____Private Industry Council _____other_____

GENERAL INFORMATION

Eligibility _____

Waiting List _____ (length of time) _____

Fee for students _____ Other _____

SCHEDULES (if you prefer, attach a schedule)

Days _____

Times _____

LOCATIONS

_____

_____

_____

_____

(over)

STAFF COMPOSITION & NUMBER

_____Director/Coordinator _____Paid Aides _____Counselors

_____Teachers _____Volunteers _____Other

INSTRUCTION OFFERED

Skills	Competency 0-4	5-8	9-12
Reading	_____	_____	_____
Writing	_____	_____	_____
Listening/Speaking	_____	_____	_____
Mathematics	_____	_____	_____
ESL	_____	_____	_____
Other_____	_____	_____	_____
_____	_____	_____	_____

INSTRUCTIONAL FORMAT

_____Large Group _____Small Group _____Computer-assisted

_____Individual/self-paced _____One-to-one tutor _____other_____

STUDENT INFORMATION

Enrollment 1988-89_____ Projected 1989-90_____

_____% of students currently employed _____% preparing for GED

WORKPLACE LITERACY

_____Number of classes held at worksites

_____Number of students receiving job-specific literacy instruction

GED SURVEY INFORMATION

1. If a free GED test were planned for the fall of 1990, would you be able to accommodate additional students for an 8-10 week class?

   _____yes _____no how many?_____

2. Do you routinely use the Official GED Practice Test? _____yes _____no

3. Would you be able to administer the practice test to more students, if demand warrants it? _____yes _____nO

LEHIGH VALLEY GED TESTING DIRECTORY

MARCH 1990

Site/Address	Contact	Telephone	Fee*	Schedule*	Pre-Registration	Comments
(William) Allen High School 17th & Turner Sts. Allentown 18104	Louis Delorenzo	820-2352	$35	Usually last 2 wks. of each month, Mon., Tues. & Wed.	Mon. - Fri. 8 - 3:30 Main Office	Cash or Money Orders No Checks
Catasauqua High School 850 Pine St. Catasauqua 18032	Christine Mondschein	264-0506	$25	Mon. & Wed. evenings 6 - 10 p.m. One time per month	One evening preceding testing	Call for schedule
Easton Area High School 25th & Wm. Penn Hwy. Easton 18042	Stephen Viglione	250-2496	$25	Every Wednesday Sept. - June 6:45 - 9:00	6:45 Same day as testing	
Lehigh County Vo-Tech 2300 Main St. Schnecksville 18078	Joseph Smar	799-1322	$30	Last Saturday of each month 8 - 5	Call to register	
Liberty High School 1115 Linden St. Bethlehem 18018	Joseph Belletti Robert Frey	691-7200 691-7209	$30	All day Saturday One time per month	6 - 7:30 2 wks. before testing	Call for schedule
Warren Co. Adult Education R.D.1, Box 168A Washington, NJ 07882	Bill Spencer	(201)- 689-0604	$20	First 3 Weds. of every month 6:30 - 10 p.m.	By mail or in person in advance	Money Order

*Fees and Schedules are subject to change

Bethlehem
area chamber of commerce
459 Old York Road, Bethlehem, PA 18018-5870

LEHIGH VALLEY LITERACY PROGRAMS
General Information - (April, 1990)

Program	Contact	Phone No.	Approximate No. of students	Funding Source				Program Type				Format		
				State Literacy	Federal ABE/GED	Federal Spec.	Other	ESL	Literacy	ABE/GED	Instit'l.	Class	Indiv. Tutors	Small Group/ Tutors
NORTHAMPTON COUNTY														
Bangor/Pen Argyl	Neal Wicoff	588-2449	135	x	x			x	x	x		x		x
Bethlehem Public Library	Carol Vickery	867-7852	176				Library	x	x				x	
Bethlehem School District	Ruth Radin Robert Frey (day) Edwin Abel (eve.)	867-2041 691-7200	200	x	x			x	x	x		x		
Bethlehem YWCA	Fran Luft	867-4669	8				Beth. Foundation	x				x		
Easton School District	Steve Viglione	250-2496	200		x					x	x	x		
Nazareth School District	Robert Jones	759-3350	45	x	x				x	x		x		x
Northampton Community College	Judy Rance-Roney Teresa Marks	861-5427	600									x	x	x
PIC			200				PIC	x	x	x				
Other			400	x	x	x	PA Literacy Corps		x	x	x			
ProJeCT of Easton	Vivien Baron	258-4361	85	x			United Way	x	x				x	x
LEHIGH COUNTY														
Allentown Literacy Council	Linda McCrossan	435-0680	500	x	x	x	Un.Way/Private	x	x	x		x	x	x
Allentown School District	Louis DeLorenzo	820-2352	250		x			x		x	x	x		
Lehigh Co. Community College	Lauren Giguere	799-1141	600									x	x	x
PIC			400				PIC	x	x	x				
Other			200	x	x		PA Literacy Corps		x	x	x			
Lehigh Co. Vo-Tech School			30				Student fee based			x		x		
Private Industry Council			107				PA Dept. of Labor & Industry	x	x	x				
WARREN COUNTY (N.J.)														
Classes at Hackettstown H.S	Call School													
Warren Hills Jr. H.S.	"													
Belvidere High School	"													
P'burg Middle School	"													
Warren Vo-Tech	"													

Bethlehem area chamber of commerce

NORTHAMPTON COUNTY ADULT BASIC SKILLS PROGRAMS

PROVIDER	CONTACT/ TELEPHONE	LOCATIONS	SCHEDULE*	TYPE OF INSTRUCTION**	FORMAT
Pen Argyl Area School District	Neal Wicoff 588-2449	Bangor Elementary Center	MW 6-9	Literacy ESL	Class &
		Pen Argyl Senior High	MW 6-9	ABE, GED	Tutors
		Bangor Public Library			
Bethlehem Area Public Library	Carol Vickery 867-7852	South Side Branch Library	Various	ESL, GED	Tutors
Bethlehem Area School District	Ruth Radin 867-2041	South Side Branch Library	MW 10-12,12:30-2:30	ESL, Literacy	Class
		Harvine Community Center	TTh 10-12	ESL, Literacy	Class
		South Side Boys Club	TTh 1:30- 3:30	ESL, Literacy	Class
	Robert Frey (day) Edwin Abel (evening) 691-7200	Liberty High School	MW 6-9	GED	Class
			TTh 6-9	ABE, ESL	Class
Bethlehem YWCA	Fran Luft 867-4669	*Bethlehem YWCA	MW 6-7	ESL	Class
Easton Area School District	Steve Viglione 250-2496	Easton High School	MW 7-9:30	ESL, Literacy,	Small Group
		Cheston Elementary School		ABE, GED	
		Northampton County Prison			
Nazareth Area School District	Robert Jones 759-3350	Nazareth Junior High	TTh 6:30- 8:30	Literacy, ABE	Small Group
Northampton Community College	Judy Rance-Roney Teresa Marks 861-5429	**Farr Building	M-Th 9:00- 2:30	ESL	Class/Tutors
		South Side Branch Library	M,Th 6:30- 8:00	ESL	"
		Farr Building	M,W 6:30- 9:30	ESL Reading & Writing	"
		New Bethany Ministries	W 9:00-12:00	Literacy	Small Group/Tutors
		First UCC Church (Easton)	T 9:00-12:00	Literacy	"
		Wolf School (Northampton)	W 6:30- 9:30	Literacy	"
		Main Annex (Northampton)	Th 3:30- 5:00	Family Literacy	"
		Trinity Episcopal Church	TTh 10:30-12:00	Family Literacy	"
		Farr Building	W 6:30- 9:30	Life Literacy	"
		**First UCC Church (Easton)	M-F 9:00 - 2:30	ABE,GED	Class/Tutors
		**Farr Building	M-F 9:00 - 2:30	ABE,GED	"
		Northampton Comm. College	T,TH 9:00 -11:30	Workforce ABE	"
		"	M,W 9:00 -11:30	Workforce GED	"
		Farr Building	M,W 6:30 - 9:30	Workforce ABE	"
		"	T,Th 6:30 - 9:30	Workforce GED	"
		Other Workplace Sites	Various	All	"
		**Northampton County Prison	Various	All	"
		**Hogar Crea	F 1:00 - 4:00	ESL	"
Private Industry Council of L.V.,Inc.	Helen Samuels 437-5627 x338	See Northampton Community College Schedules	Various	ESL, ABE, GED	Class/Tutors
ProJeCt of Easton	Barbara Kowitz Vivien Saron Helen Patterson 258-4361	Various (based upon student/tutor needs)		ESL, Literacy	Tutors/ Small Groups

* Most programs are in operation September through May/June.
** May have specific eligibility criteria

Bethlehem
area chamber of commerce
459 Old York Road, Bethlehem, PA 18018-5870

ENGLISH AS A SECOND LANGUAGE INSTRUCTIONAL OPPORTUNITIES

Northampton County

Provider	Contact/Telephone	Location	Schedule	Format
Bethlehem Area School District	Ruth Radin 867-2041	Marvine Community Center Boys Club	*TTh 10-12 or 1:30-3:30	Class & volunteer support
		South Side Library Bethlehem	*MW 10-12 or 12:30-2:30	Class & volunteer support
	Ed Abel 691-7200 (evenings)	Liberty High School	TTh 6-9	Class
Bethlehem Area Public Library	Karen Gartner 867-3761	Various (according to student/ tutor preferences)	*Various	Tutorial
Bethlehem Area YWCA	Fran Luft 867-4669	YWCA	TTh 6-7 (may change to Sat. A.M.)	Class
Easton Area	Steve Viglione 250-2496	Easton H.S.	MW 7-9:30	Class
		Chester Elem.	MW 7-9:30	Class
Northampton Community College	Judy Rance-Roney 861-5429	Beth. Literacy Ctr., Beth. Plaza	+*MTh 9-2:30	Class
		Easton Drop-In Ctr.	TTh 6:30-9:30	Tutorial support
		South Side Library Bethlehem	MTh 6:30-8	Class & tutor support
		Northampton Community College	MW 6:30-9:30	Class & tutor support
Project of Easton	Barbara Kowitz 258-4361	Various (according to student/ tutor preference)	Various	Tutorial

* May have a waiting list
\+ Eligibility criteria

Bethlehem
area chamber of commerce
450 Old York Road, Bethlehem, PA 18018-5870

December, 1989

Bethlehem area chamber of commerce

BUSINESS/LITERACY ACTIVITIES

_____ 1. Distribute/post literature on literacy programs.

_____ 2. Refer employees to existing literacy/basic skills programs.

_____ 3. Become a literacy tutor (1-2 hours per week at your convenience).

_____ 4. Arrange to hold a basic skills program at your site, using one of the free providers already available.

_____ 5. Become an active member of the Northampton County Literacy Coalition.

_____ 6. Make your business site available to literacy programs for site tours and job explanations.

_____ 7. Fund GED testing fees ($25/person) for employees or worthy adult students.

_____ 8. Speak to a group of adult students about your company/industry (kinds of jobs, basic skills needs, future trends).

_____ 9. Conduct an in-house assessment to determine your training needs with the assistance of a local provider.

_____10. Provide released time for employees to attend training.

_____11. Participate in a research project to find out the basic skills needed for your business/industry.

_____12. Arrange for a literacy/basic skills speaker for your employees.

_____13. Offer your employees an incentive to improve their basic skills.

_____14. Donate services or materials to literacy programs (printing, graphic design, etc.).

_____15. For your upcoming position openings, target and perhaps hire a graduate of one of the local GED or literacy programs.

Name _____ Telephone _____

Organization _____

Address _____

TEN YEARS ACCREDITED Chamber of Commerce

459 Old York Road, Bethlehem, PA 18018-5870
(215) 867-3788 (215) 868-1513

Bethlehem area chamber of commerce

WORKFORCE LITERACY SURVEY

Some of the results of employee basic skills deficiencies are listed below. Does your company experience any of these problems? Check those that apply.

------ decreased productivity and/or customer service

------ lack of employee promotability

------ increased difficulty in hiring qualified workers

------ inability or slowness to master new technology

------ increased length and/or cost of training

------ difficulty in math-related activities (making change, balancing cash drawers, graphs, percentages, etc.)

------ difficulty understanding/following written instructions or preparing written materials (reports, forms, memos, messages)

------ inability to speak/read basic English

If you would like more information, or help in addressing the problem, please complete the following:

Name _____ Position _____

Company _____ Telephone _____

BETHLEHE HAMBER OF COMMERCE LITERACY ! IECT

CONTACT RECORD

DATE	NAME	ORGANIZATION	TELEPHONE	NOTES	FOLLOWUP COMPLETED

Bethlehem
area chamber of commerce

459 Old York Road, Bethlehem, PA 18018-5870 (215) 867-3788 • Fax (215) 758-9533

M E M O

TO: Staff of Allentown, Bethlehem and Two Rivers Chambers of Commerce

FROM: Joan Lipiec

DATE: June 22, 1990

SUBJECT: GED Testing Project

Our free testing program is proceeding as planned. All Chambers have received background information on the project and the test itself.

Enclosed is the contact record I mentioned would be developed to keep track of calls. One person has received an original- please make copies as needed. I will be asking you to mail these to me every Friday beginning in August. For any calls that occur between now and then, please:

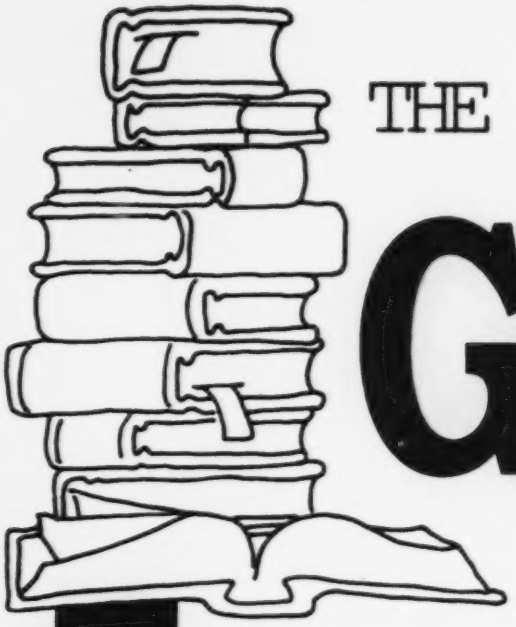
-give what information you can
-be sure to get telephone and address information (don't forget zip!) and record it on the sheet
-advise the caller that most programs are closed for the summer
-give referral numbers as appropriate
-indicate that we will contact them in August with more information

One final note. Our planning committee met recently and decided to develop a screening device (questionnaire) as the best way to determine eligibility. Most likely I will either a) train one person at each site to do the screening, or b) give you a referral number where screening can occur.

Thanks for your cooperation and support.

ACCREDITED

The Lehigh Valley
Where the best get together



THE GED:

YOU DESERVE IT.

If you would like to take the General Educational Development test to earn a certificate of high school equivalency, here is important information.

THE GED TEST WILL BE OFFERED FREE NOVEMBER 10-17, 1990, AT THESE LOCATIONS:

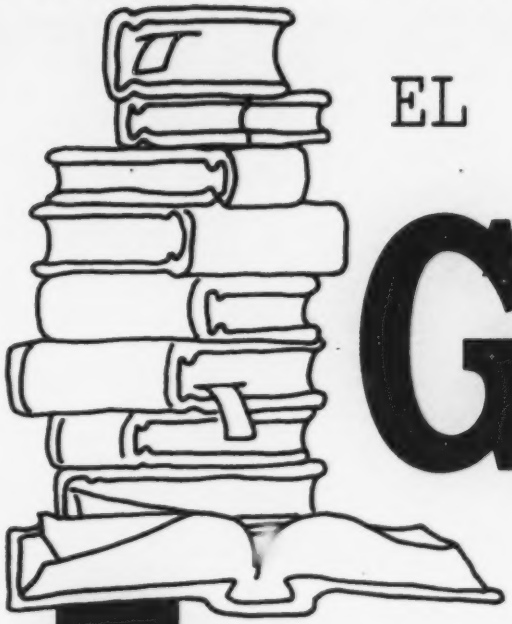
- **William Allen High School**, Allentown — 820-2352
- **Catasauqua High School**, Catasauqua — 264-0506
- **Easton Area High School**, Easton — 250-2496
- **Lehigh County Vo-Tech School**, Schnecksville — 799-1322
- **Liberty High School,** Bethlehem — 691-7200

The GED can:

- lead to new employment opportunities.
- help you advance in your current job.
- prepare you for higher education and training.
- help you to help your children.
- be a source of personal accomplishment.

FOR MORE INFORMATION CALL:

- ☎ Allentown-Lehigh County Chamber of Commerce at 437-9661
- ☎ Bethlehem Area Chamber of Commerce at 867-3788
- ☎ Two Rivers Area Chamber of Commerce at 253-4211



EL GED:

USTED SE LO MERECE.

Si usted desea tomar el examen de Educacion General para obtener un equivalente al Certificado de Escuela Superior, aqui tiene una informacion importante.

El examen de GED sera ofrecido gratuitamente del 10 al 17 de noviembre de 1990 en los siguientes lugares:

- **William Allen High School**, Allentown — 820-2352
- **Catasauqua High School**, Catasauqua — 264-0506
- **Easton Area High School**, Easton — 250-2496
- **Lehigh County Vo-Tech School**, Schnecksville — 799-1322
- **Liberty High School,** Bethlehem — 691-7200

EL GED:
- Le dirige hacia nuevas oportunidades de empleo.
- Le da la oportunidad de ascender en su trabajo actual.
- Le prepara para un nivel avanzado de educacion y adiestramiento.
- Le prepara para ayudar a sus ninos.
- Es una fuente para su exito personal.

PARA MAYOR INFORMACION LLAME:

☎ Allentown-Lehigh County Chamber of Commerce al 437-9661

☎ Bethlehem Area Chamber of Commerce al 867-3788

☎ Two Rivers Area Chamber of Commerce al 253-4211

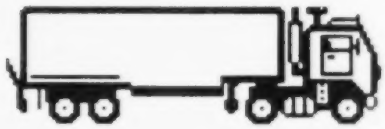
TRI-CHAM GED TESTING PROJECT

JA/CHAMBER: ___ ALLENTOWN ___ BETHLEHEM ___ TRACY

PROVIDER: _____

CONTACT RECORD

Date	Name Address Telephone	How heard of test										Disposition				Follow-up	
		Employer	Agency	School	Friend/Rel	Newspaper	Radio/TV	Poster	Flyer	Brochure	Other	Oral Info.	Mailing	Referral Provider	Center	Type Needed	Date Comp.



Commerical Drivers: Read This To Keep Your Job

The Facts:

All drivers now holding a Class 2, 3, and 4 license must be relicensed by April 1992.

You must take the **Federal Commercial Driver's License test (CDL)** if you drive a:

- a single vehicle with a gross weight of more than 26,000 lbs.
- a trailer with a gross weight of more than 10,000 lbs. if the gross combination weight is more than 26,000 lbs.
- a school bus or vehicle used to transport 16 or more people
- a vehicle used for hazardous materials

Test:

All drivers will have to take a knowledge test. Some drivers will have to take a skills test. Drivers who have a clean driving record will not have to take the skills test.

Prepare For The Test: READ THE CDL MANUAL

All drivers should obtain a copy of the manual and read it thoroughly before you take the knowledge test. Contact the Bethlehem State Police barracks for a copy of the manual.

Get Help To Prepare For The Test:

Courses are available to help you review the manual, prepare for the test and learn the language for the test.

Lehigh County Community College - (215) 799-1141
Northampton Community College - (215) 861-5579 or 861-5427
Lehigh County Vocational-Technical School - (215) 799-1372
Allentown Literacy Council - (215) 435-0680

This announcement prepared by: Lehigh Valley CDL Task Force
Allentown-Lehigh Chamber of Commerce - (215) 437-9661
Bethlehem Chamber of Commerce - (215) 867-3788
Two Rivers Chamber of Commerce - (215) 253-4211

APPENDIX C

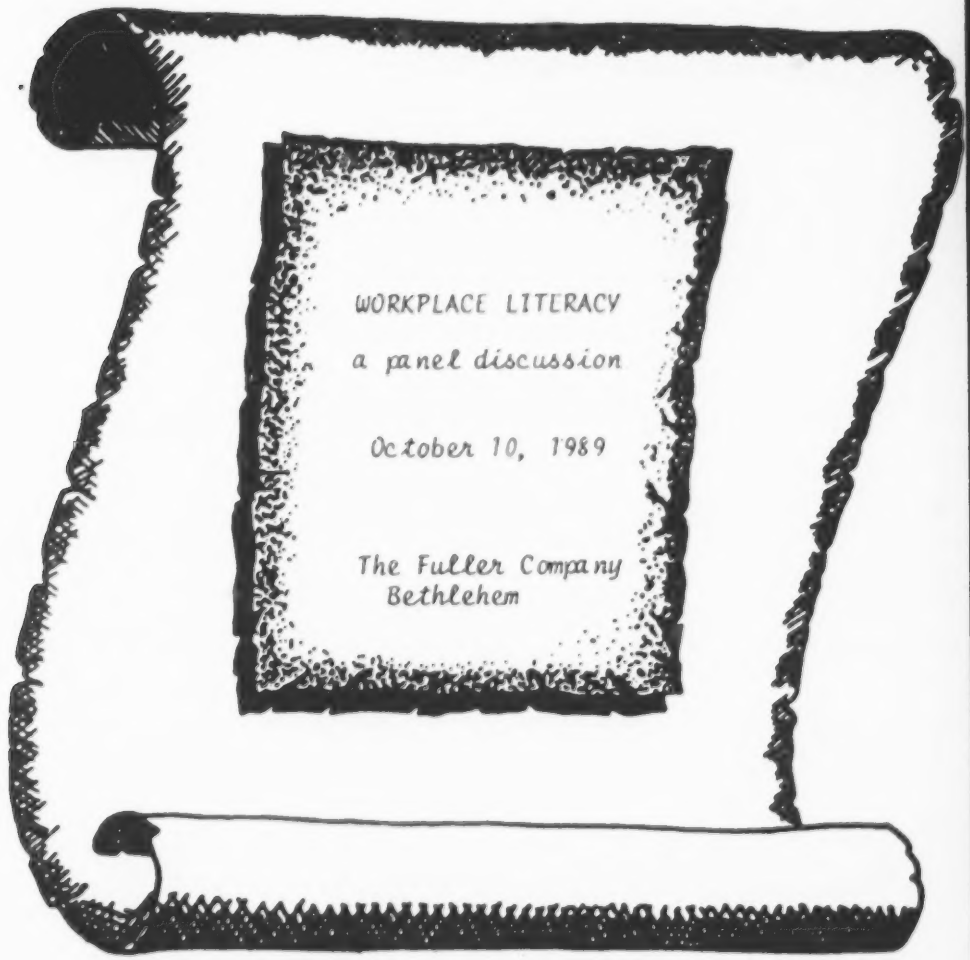
Events

Project Presentations/Events

1989	October	Bethlehem Rotary Club Lehigh Valley Association of Personnel Administrators Northampton County Literacy Coalition Workplace Literacy Panel Discussion
	November	Small Business Council Breakfast
	December	Bethlehem Rotary Club Coplay Rotary Club (4 Lehigh Valley clubs) WorkTAP (Penn State)
1990	January	CDL: Breakfast With the Legislators Small Business Council Mixer
	February	Pennsylvania Association for Adult & Continuing Education Conference
	March	GED Administrators Annual Conference
	April	AFL-CIO/United Way Counselor Training Third National Conference on State Literacy Initiatives
	May	Northampton County Literacy Coalition Workforce Literacy Showcase Chamber of Commerce Annual Dinner (literacy awards) Pennsylvania Vocational Education Association Conference Northampton County Literacy Coalition Annual Luncheon

Northampton County Literacy Coalition

presents



AGENDA

I. WELCOME

II. OPENING STATEMENTS

III. PANEL DISCUSSION

IV. ROUNDTABLE DISCUSSION
(as time permits)

V. CLOSING REMARKS

PANEL MODERATOR: JoAnn Weinberger
WorkTAP Consultant
Executive Director of the
Center for Literacy in Philadelphia

PANELISTS: E. L. "Reds" Decker
Vice President
The Fuller Company

Armando Greco
Executive Director
Lehigh and Northampton Transit Authority

Edward Kozlowski
Senior Vice President
Burron Medical, Inc.

Kenneth Oaks
President
Oaks Printing

Anthony Ortwein
General Manager
Comfort Inn of Bethlehem

Danielle Vacca-Reinard
Human Resources Manager
Binney & Smith, Inc.

BREAKFAST WITH THE LEGISLATORS: THE COMMERCIAL DRIVER'S LICENSE

AGENDA

I. Greetings
Warren Wyrick, Co-Chair, Tri-Chamber CDL Taskforce

II. Breakfast

III. Background, Introduction of Guests

IV. Presentations

Pennsylvania Chamber of Business & Industry
Patricia Stroble, Associate Director of Economic Development

Pennsylvania State Police
Captain Robert Werta, Commander Troop M, Bethlehem

Lehigh Valley Adult Education and Training Programs
Joan Lipiec, Business/Literacy Coordinator,
Bethlehem Area Chamber of Commerce

Labor
Stephen Banus, Sr., Secretary-Treasurer, Teamsters Local 773

Transportation Industry
Warren Wyrick, Transport Manager, Kraft, Inc.

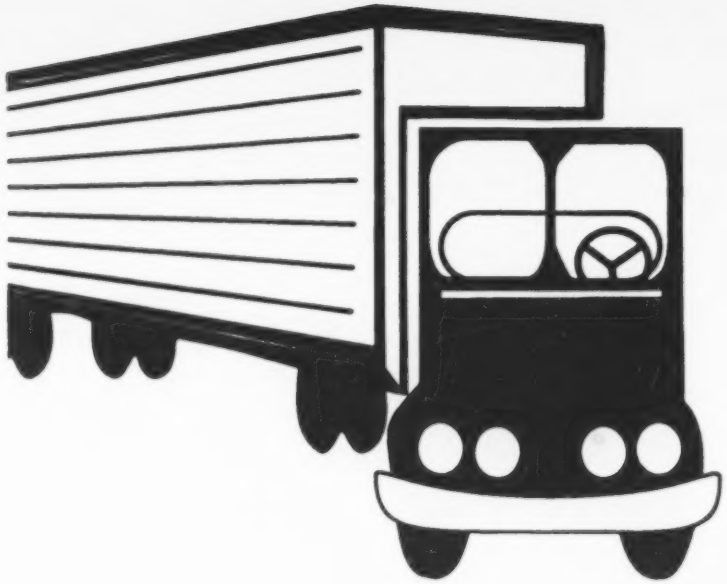
V. Legislator's Statements

Senator Roy Afflerbach
Senator David Brightbill (represented by Chad Saylor)
Senator Jeanette Reibman

Representative Robert Freeman
Representative Leonard Gruppo
Representative Paul McHale
Representative John Pressman
Representative William Rybak
Representative Frank Yandrisevits

VI. Questions & Answers

VII. Wrap-up



BREAKFAST WITH THE LEGISLATORS: The Commercial Drivers License

FRIDAY, JANUARY 26, 1990 — 8:00 AM
HOTEL BETHLEHEM

co-sponsored by:

- Allentown-Lehigh County Chamber of Commerce
- Bethlehem Chamber of Commerce
- Two Rivers Area Chamber of Commerce

TRI-CHAMBER COMMERCIAL DRIVER'S LICENSE TASKFORCE

SUMMARY OF ISSUES

1. **Lack of adequate time for implementation of requirements**
   - testing developed
   - notification and application process established
   - testing sites selected, testing procedures developed
   - awareness for drivers and employers
   - education and training of drivers
   - actual testing of approximately 30,000 drivers

2. **Shortage of drivers**
   - high failure rate on testing
   - too much trouble to qualify
   - inadequate time for training
   - fewer new entries into workforce
   - attrition of older drivers
   - higher wages
   - reliance on part-time personnel in pupil transportation

3. **Anxiety over changes in requirements**
   - lack of information
   - constantly changing information
   - general panic

4. **Impact on business**
   - increased training costs
   - equipment downtime
   - increased wages
   - fewer drivers
   - small business hardest hit

5. **Lack of resources to conduct testing**
   - State Police manpower
   - centralization of appointments for testing inadequate
   - accessibility (times and location) of testing

6. **Lack of literacy/skills**
   - awareness of difficulty of manual and testing lacking
   - high initial failure rate among drivers in other states
   - insufficient time to prepare those with low literacy
   - cost of training

7. **Lack of funding to train drivers**
   - U.S. Senate Bill appropriation inadequate for 50 states
   - Need for additional appropriation for PA Act 143 and/ or other funding specific to CDL training

8. **Provision for diversity of local approaches needed**
   - testing
   - funding
   - trainig

9. **Benefits**
   - uniformity of legislation among states
   - safety through more professional drivers
   - period of voluntary testing
   - CDL information exchange among states
   - elimination of multiple licensing abuses

Workforce Literacy

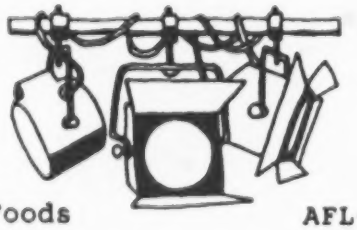
SHOWCASE

May 23, 1990

3:30 - 5:30 p.m.

Martin Tower, Bethlehem Steel Corporation, Room B-283

Featuring Local Business-Education Partnerships



Alpo Pet Foods
Bethlehem Steel Corporation
Chadwick Telephone
Graphic Management Associates
Greif Companies
Victaulic Corporation

AFL-CIO
Bethlehem Area Public Library
Northampton Community College
ProJeCt of Easton
Rotary Clubs of Lehigh Valley
Slate Belt School Districts

Seating is limited, so make your reservations early.
Contact the Bethlehem Area Chamber of Commerce, 867-3788

75

Sponsored by the Northampton County Literacy Coalition

AFL-CIO WORKPLACE LITERACY PROJECT

SESSION VII
April 10, 1990

TIME	TOPIC	PRESENTER
7:00	Welcome	Ed Rice
7:05	Introduction	Helen Patterson
7:15	WorkTAP Lehigh Valley Literacy Providers	Joan Lipiec
7:30	Easton School District program and GED Testing	Steve Viglione
7:45	ProJeCt of Easton program	Vivien Saron
8:00	BREAK	
8:15	Bangor/Pen Argyl/Nazareth ESL and Literacy Programs	Linda Martin
8:30	Bethlehem Area Public Library ESL and Literacy Programs	Karen Gartner
8:45	Private Industry Council of the Lehigh Valley programs	Gail Mrowinski

SESSION VIII
April 17, 1990

7:00	Welcome	Ed Rice
7:05	Introduction	Helen Patterson
7:15	Bangor/Pen Argyl/Nazareth ABE/GED programs	Neal Wicoff
7:30	Northampton Community College programs	Kathy Klein
7:45	Bethlehem Area Chamber of Commerce Project	Joan Lipiec
8:00	BREAK	
8:15	Bethlehem Area School District Literacy/ABE/GED programs	Ruth Radin
8:30	Other Resources	Helen Patterson
8:45	Evaluation Wrapup	Helen Patterson Ed Rice

Bethlehem area chamber of commerce

BETHLEHEM AREA CHAMBER OF COMMERCE
ANNUAL DINNER, May 24, 1990

LITERACY ADVANCEMENT AWARDS

Preparation of the workforce has been a vital concern to this Chamber of Commerce, with literacy advancement a priority this past year. Our goal was to educate, motivate and assist companies in identifying basic skills training needs and to steer them toward existing programs which could meet those needs. We are pleased with the success of the project and pleased to recognize six organizations for their leadership role in advancing the cause of literacy:

Bethlehem Steel Corporation, Structural Products Division, Bethelehem Forge Division and Jim Bradney for initiation of a on-site literacy class this year. (Accepting the award is Dave Post, president of the division)

Burron Medical Corporation and **Edward Kozlowski** for consistent and widespread efforts to promote literacy.

Bob Young Trucking and **Robert Palik** for participation in the Commercial Driver's License Task Force and support of field testing and promotion of literacy support activities for commercial drivers.

Chadwick Tele½phone and **John Englesson** for a proactive effort to determine the nature and extent of inhouse training and literacy needs through a formal audit process.

Graphic Management Associates and **John Connnors** for its involvement in field testing and experimental project devoted to math and measurement education.

Northampton Community College and **Judy Rance-Roney** for creativity, development and major accomplishments in the field of workforce literacy including significant advancemetns in company-site and campus classes.

ACCREDITED CHAMBER OF COMMERCE
CHAMBER OF COMMERCE OF THE UNITED STATES

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APPENDIX D

Tables

TABLE 1

Northampton County Literacy Providers
Comparison of Enrollments Over Two Years

Provider	1988(89)	1989(90)	Difference
Bangor/Pen Argyl	120	135	+15
Bethlehem Public Library	196	213	+17
Bethlehem Area School District			
Literacy/ESL	30	40	+10
ABE/GED	173	150	-23
Easton Area School District	200	200	0
Nazareth School District	42	47	+5
Northampton Community College	572	600	+28
ProJeCt of Easton	76	85	+9
YWCA of Bethlehem	5	8	+3
Totals	1414	1478	+64 (5%)

TABLE 2

Bethlehem Area Chamber of Commerce Literacy Project
Summary of Organization Participation

Total Organizations	210
Businesses	132
Chamber Members	134

Type of Activity	No. of Organizations
CDL	95
GED	30
Information	87
Event	127
Survey	78
Class	8
Referral	6
Tutor	8
Committee	34
Speakers	12
Publicity	17
Assessment	9

BETHLEHEM AREA CHAMBER OF COMMERCE

Summary of Member Participation
February 1989 - February 1990

580 Total Member Organizations

Participating Members by Type of Activity

169	Mixers
158	Committees/Board
89	Economic Forecast Luncheon
86	**Literacy**
79	Walla Gazoo
47	Small Business
47	Professional Women
16	Early Bird Breakfasts

Particpating Members by Number of Activities

1	8 activities
4	7 "
8	6 "
18	5 "
23	4 "
35	3 "
78	2 "
113	1 "
300	0 activities

Other

16 companies have participated **only** in literacy activities

1 new member credited to literacy activities

Literacy raised participation level by 2% in five months

APPENDIX E

Literacy Audit Instruments

BETHLEHEM AREA CHAMBER OF COMMERCE

Workplace Training Audit

Manager Data

Company _____

Individual _____

Position _____

1. What areas in your group's mission performance need most improvement?

2. How would you characterize the performance of the staff under your management?

3. What should your staff be able to perform better than they do at present? Why?

4. What are the major constraints that inhibit mission accomplishment?

5. What do you consider your major personnel needs now and in the future?

6. Can you specify problems that can be alleviated by training and/or education?

7. What functions do you have the most difficulty keeping adequately staffed?

8. In what way might training aid in overcoming these problems?

9. What additional training do you think would help you meet the demands made on you?

10. Which of the following do you have to do in your job?

a. Practical work involves:

Reading notices, signs, labels	____	Counting/reading numbers	____
Reading instructions	____	Measuring	____
Reading people's handwriting	____	Estimating	____
Using a telephone directory/ yellow pages	____	Weighing	____
		Taking money/giving change	____
Filing	____	Working out how much things will cost	____
Using the phone	____		
Leaving telephone messages	____	Using the 24 hour clock	____
Filling in forms/record sheets/ job cards	____	Doing simple calculations (+ - x ÷)	____
Taking notes	____	Understanding fractions/ decimals/percents	____
Writing reports	____		
Writing letters	____	Using a calculator	____
Gaining information from manuals	____	Reading a map, chart or plan	____
		Calculation of time	____
Speaking at meetings	____	Calculation of proportion	____
Giving oral information/ instructions	____	Statistics/probability	____
		Other _____	____
		_____	____

b. Theory work involves:

Textbooks	____	Reading instructions	____
Manuals	____	Copy from blackboard	____
Handouts	____	Understand diagrams	____
Worksheets	____	Write reports	____
Test papers	____	Other _____	____
		_____	____

11. What are the most important skills for this job?

_____

_____

_____

12. Materials written, read or computed

13. Type of speaking/writing is _____ referential _____ persuasive

Level of writing is _____ reproducing _____ organizational

14. Observations

_____ Communication failures

_____ Interpersonal conflicts

_____ Complaints

_____ Lack of concern about work

_____ Supervisory effectiveness

_____ Lack of sense of purpose

_____ Failure to understand mission or objectives

_____ Lack of interest in/attention to work

BETHLEHEM AREA CHAMBER OF COMMERCE

WRITING SKILLS CHECKLIST

COMPANY _____ POSITION _____

NAME _____ DATE _____

IS THIS SKILL IMPORTANT IN YOUR JOB?	YES	NO	IF YES, HOW IMPORTANT?
			VERY NOT AT ALL
1. Copying information accurately			5 4 3 2 1
2. Capitalizing appropriate words			5 4 3 2 1
3. Spelling common words correctly			5 4 3 2 1
4. Using punctuation correctly			5 4 3 2 1
5. Using correct form of nouns			5 4 3 2 1
6. Writing legibly			5 4 3 2 1
7. Using correct verb tense			5 4 3 2 1
8. Using correct adjectives and adverbs			5 4 3 2 1
9. Using correct pronouns			5 4 3 2 1
10. Writing clear sentences			5 4 3 2 1
11. Writing clear paragraphs			5 4 3 2 1
12. Writing clear descriptions			5 4 3 2 1
13. Writing clear definitions			5 4 3 2 1
14. Writing clear instructions			5 4 3 2 1
15. Completing forms correctly			5 4 3 2 1
16. Writing letters of inquiry			5 4 3 2 1
17. Writing persuasive paragraph or letter			5 4 3 2 1
18. Completing a work order form			5 4 3 2 1
19. Completing a claim form			5 4 3 2 1

IS THIS SKILL IMPORTANT IN YOUR JOB?	YES	NO	IF YES, HOW IMPORTANT?
			VERY NOT AT ALL
20. Completing a customer complaint form			5 4 3 2 1
21. Completing an inspection report			5 4 3 2 1
22. Completing a sales receipt			5 4 3 2 1
23. Completing an accident report			5 4 3 2 1
24. Writing a claim letter			5 4 3 2 1
25. Writing memos			5 4 3 2 1
26. Writing progress report			5 4 3 2 1
27. Filling in appointment schedules			5 4 3 2 1
28. Addressing correspondence			5 4 3 2 1
29. Making anecdotal notes about a client/patient			5 4 3 2 1
30. Creating a written product (letter, etc.) from oral directions			5 4 3 2 1
Other writing skills:			
31.			
32.			
33.			
34.			
35.			

Bethlehem Area Chamber of Commerce
WORKPLACE TRAINING AUDIT - MATHEMATICS INVENTORY

Company_____ Individual_____

Date_____ Position_____

The following is a general list of math skills. You may find that you call upon some of these skills only in your work, only at home, in both places or not at all. Please check each skill for which you might like training, deciding if the training would be useful for work, personal needs or both.

ADDITIONAL TRAINING DESIRED for work	for personal life	SKILL
_____	_____	counting/reading numbers
_____	_____	measuring
_____	_____	estimating
_____	_____	weighing
_____	_____	taking money/giving change
_____	_____	working out costs of things
_____	_____	using the 24 hour clock
_____	_____	doing simple calculations (+-x-)
_____	_____	fractions
_____	_____	decimals
_____	_____	percents
_____	_____	using a calculator
_____	_____	reading a map/chart/plan/diagram
_____	_____	calculation of time
_____	_____	calculation of proportion
_____	_____	statistics/probability
_____	_____	other (_____)

INTERVIEW -- PERCEPTION OF TRAINING NEEDS

WorkTAP Consultants Training -- Greif

Name of person
being interviewed: _____ Date: _____

Name of interviewer:

%%%

PERCEPTIONS OF TRAINING NEEDS

We ask you to spend **just three minutes** writing, answering the question below.

We have provided a stop watch so that you can gauge the time. Three minutes is just enough.

%%%